



## Buffalo Elementary School

733 Main Street  
Buffalo, SC 29321

|                       |                          |              |
|-----------------------|--------------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School    |              |
| <b>Enrollment</b>     | 568 Students             |              |
| <b>Principal</b>      | Melissa Inman            | 864-429-1730 |
| <b>Superintendent</b> | Dr. Kristi V. Woodall    | 864-429-1740 |
| <b>Board Chair</b>    | Dr. Betty JoAnn McMorris | 864-427-4149 |

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2013</b> | <b>Average</b>  | <b>Average</b> |
| 2012        | Good            | Good           |
| 2011        | Average         | Average        |
| 2010        | Average         | Average        |
| 2009        | Average         | Below Average  |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

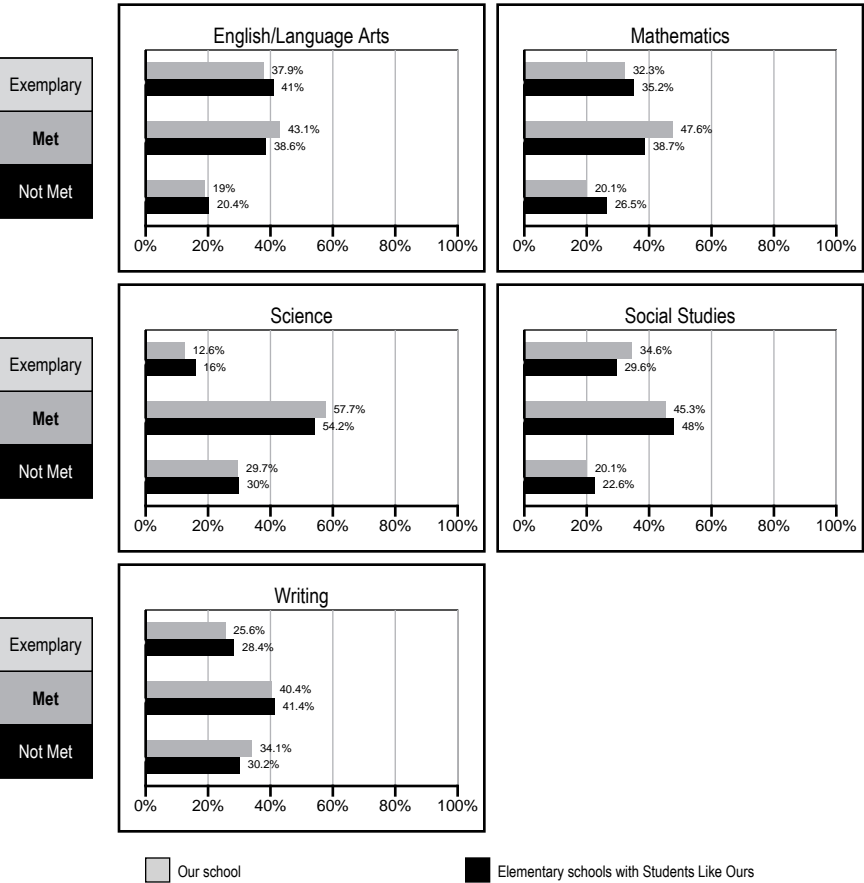
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 13        | 43   | 67      | 5             | 1       |

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=568)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | Up from 98.0%         | 100.0%                                     | 100.0%                   |
| Retention rate   | 3.4%       | Up from 2.5%          | 1.1%                                       | 0.9%                     |
| Attendance rate  | 95.5%      | Down from 95.8%       | 96.1%                                      | 96.3%                    |
| Served by gifted and talented program  | 7.6%       | N/A                   | 6.9%                                       | 7.2%                     |
| With disabilities  | 14.8%      | N/A                   | 14.1%                                      | 12.4%                    |
| Older than usual for grade   | 4.0%       | N/A                   | 2.4%                                       | 1.9%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=44)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 79.5%      | No Change             | 61.4%                                      | 62.5%                    |
| Continuing contract teachers   | 95.5%      | Up from 93.2%         | 84.4%                                      | 83.3%                    |
| Teachers returning from previous year  | 93.6%      | Up from 91.3%         | 89.1%                                      | 88.3%                    |
| Teacher attendance rate  | 92.2%      | Up from 90.3%         | 94.7%                                      | 95.0%                    |
| Average teacher salary*  | \$50,908   | Up 2.4%               | \$48,300                                   | \$48,193                 |
| Professional development days/teacher  | 9.9 days   | Down from 19.5 days   | 11.5 days                                  | 11.0 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 13.0       | Up from 12.0          | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 18.2 to 1  | Up from 5.0 to 1      | 20.0 to 1                                  | 20.1 to 1                |
| Prime instructional time   | 87.2%      | Up from 84.4%         | 89.6%                                      | 90.0%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | Up from Good          | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$7,581    | Up 7.4%               | \$7,418                                    | \$7,364                  |
| Percent of expenditures for instruction**                                    | 74.0%      | Down from 74.7%       | 67.0%                                      | 68.0%                    |
| Percent of expenditures for teacher salaries**                               | 71.0%      | Up from 69.8%         | 65.0%                                      | 66.0%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**Report of Principal and School Improvement Council**

Our mission at Buffalo Elementary School is to "Build a Tradition of Excellence." Union County Schools and its stakeholders commit to students first in building community, excellence, and life-long learning. At Buffalo Elementary School our motto is "Where Do We Grow From Here?" Our school focus is planning for the future which includes college, tech. school, and being a productive citizen.

We continued our Positive Intervention and Support model (PBIS) by providing more activities for children meeting behavioral expectations. Classroom guidance lessons were held bi-weekly in order to promote positive behavior.

Through different sources we were able to equip all classrooms with additional computers, Smart Boards, laptops, and Elmos. Some classrooms were able to experience IPODS, IPADS, and classroom response systems. Teachers and students have been excited about this added technology.

Our partnership with Winthrop University as a Professional Development School for NetScope has provided many professional opportunities. Several of our teachers were able to attend and present at national and local conferences.

Together the parents, teachers, administrators, and community are working toward the common goal of meeting the needs of all children. As evident by meeting AYP, we are dedicated to this goal and will continue to strive to meet the increasing demands for achievement.

Melissa Inman, Principal  
Ann Lawing, SIC Chair

**Evaluations by Teachers, Students and Parents**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 28       | 88        | 35       |
| Percent satisfied with learning environment            | 96.4%    | 88.6%     | 97.2%    |
| Percent satisfied with social and physical environment | 100%     | 84.3%     | 94.3%    |
| Percent satisfied with school-home relations           | 96.5%    | 86.5%     | 97.1%    |

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

|                               |      |
|-------------------------------|------|
| Overall Weighted Points Total | 89.3 |
| Overall Grade Conversion      | B    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Buffalo Elementary School school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | N/A          | 2.3%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 4.9%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.5%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|

Grades 3-5

|                                   |       |       |       |       |       |       |
|-----------------------------------|-------|-------|-------|-------|-------|-------|
| All Students                      | 658.5 | 653.1 | 620.3 | 642.8 | 100.0 | 100.0 |
| Male                              | 651.2 | 651.0 | 616.4 | 645.0 | 100.0 | 100.0 |
| Female                            | 665.6 | 655.2 | 624.9 | 640.9 | 100.0 | 100.0 |
| White                             | 671.3 | 665.3 | 633.5 | 652.7 | 100.0 | 100.0 |
| African American                  | 638.6 | 633.2 | 598.2 | 629.4 | 100.0 | 100.0 |
| Asian/Pacific Islander            | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Hispanic                          | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| American Indian/Alaskan           | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Disabled                          | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Limited English Proficient        | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Subsidized meals                  | 648.0 | 643.0 | 609.6 | 635.3 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0  | 95.0  |

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2012                  | 3     | 98                               | 100      | 13.5      | 30.3  | 56.2        | 86.5                  |
|                       | 4     | 104                              | 100      | 21.4      | 38.8  | 39.8        | 78.6                  |
|                       | 5     | 103                              | 100      | 18.8      | 47.5  | 33.7        | 81.2                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013                  | 3     | 96                               | 100      | 22.6      | 29    | 48.4        | 77.4                  |
|                       | 4     | 88                               | 100      | 20.7      | 48.3  | 31          | 79.3                  |
|                       | 5     | 94                               | 100      | 13.2      | 51.6  | 35.2        | 86.8                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2012                  | 3     | 98                               | 100      | 21.3      | 49.4  | 29.2        | 78.7                  |
|                       | 4     | 104                              | 100      | 15.3      | 45.9  | 38.8        | 84.7                  |
|                       | 5     | 103                              | 100      | 21.8      | 40.6  | 37.6        | 78.2                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013                  | 3     | 96                               | 100      | 28        | 39.8  | 32.3        | 72                    |
|                       | 4     | 88                               | 100      | 19.5      | 54    | 26.4        | 80.5                  |
|                       | 5     | 94                               | 100      | 12.1      | 49.5  | 38.5        | 87.9                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2012                  | 3     | 50                               | 100      | 34.1      | 40.9  | 25          | 65.9                  |
|                       | 4     | 103                              | 100      | 28.9      | 62.9  | 8.2         | 71.1                  |
|                       | 5     | 53                               | 100      | 23.1      | 53.8  | 23.1        | 76.9                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013                  | 3     | 48                               | 100      | 31.9      | 40.4  | 27.7        | 68.1                  |
|                       | 4     | 88                               | 100      | 28.7      | 62.1  | 9.2         | 71.3                  |
|                       | 5     | 46                               | 97.8     | 26.2      | 66.7  | 7.1         | 73.8                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2012           | 3     | 49                               | 100      | 23.9      | 45.7  | 30.4        | 76.1                  |
|                | 4     | 103                              | 100      | 15.3      | 50    | 34.7        | 84.7                  |
|                | 5     | 50                               | 100      | 30.6      | 44.9  | 24.5        | 69.4                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013           | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 3     | 48                               | 100      | 19.6      | 43.5  | 37          | 80.4                  |
|                | 4     | 88                               | 100      | 14.9      | 55.2  | 29.9        | 85.1                  |
|                | 5     | 48                               | 100      | 29.2      | 29.2  | 41.7        | 70.8                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013           | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2012           | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | 102                              | 99       | 24        | 43    | 33          | 76                    |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013           | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 3     | 95                               | 100      | 37.6      | 29    | 33.3        | 62.4                  |
|                | 4     | 88                               | 95.5     | 34.9      | 44.6  | 20.5        | 65.1                  |
|                | 5     | 94                               | 100      | 28.3      | 48.9  | 22.8        | 71.7                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013           | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample